



THE
TEN SEED
TECHNIQUE

DR. RAVI JAYAKARAN

About the author



Dr. Ravi Jayakaran has extensive experience in the use of Participatory methodologies and has used these for situation analysis in many countries in Asia and also in Africa. He has written several books on the subject and these have been used extensively by World Vision and also several other NGOs and Government organizations. This book on the use of the TST-Ten seed technique has been long awaited, and is now finally available for wide circulation.



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The ten seed technique.....



...easy to learn, and easy to use!!!

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A word of thanks here especially to my Guru, Dr Robert Chambers, who started me off on this long journey many many years ago. It is a journey on which I have traveled much, and know, that there is yet a long way to go!

Special thanks to my wife Vimla (who quite often uses the ten seed technique herself) for her unending Love and support; and to our sons Amit and Rohit for their interesting observations about the technique.

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Ravi Jayakaran

Preamble:

The ten seed technique has grown and developed and spread in use at such a rapid pace that I never dreamt was possible. Since I started experimenting with the seeds and using it to collect information on a variety of subjects, I too have been surprised with the dramatic results that have been seen. I have tried using it in several countries and shared it extensively at training programmes that I have conducted. Each experience has been more encouraging than the previous and I am now so convinced about its use that I carry 10 seeds around with me wherever I go and use it for almost all kinds of information gathering and discussions. This has resulted in widespread use of the technique, because it so easy to understand and versatile. One of the results of this is that my colleagues have nick named me Ravi '10 seed' Jayakaran !!! Others have written back to me asking for documentation on the technique and more information. This unfortunately I did not have readily available because there never was time to do sit down and gather all the information and document it systematically.

The 10 seed technique is now being used around the world to generate information on a wide range of issues from Health , Agriculture, Animal Husbandry, HIV/AIDS, MED, Education, Gender & Development, CEDC, Marriage, etcetra.

One of the first efforts in this regard was when Rikki Welch the Information Dissemination Specialist of the Child Survival Technical Support project started working with me on putting something together. Rikki wrote out a series of questions which I answered and we exchanged this across from Cambodia to the United States be e-mail , back and forth, answering questions, seeking clarification, discussing, adding, modifying and quoting examples! Finally, Rikki had an article ready , and tested it with several groups. Unfortunately, due to various glitches, this article was delayed a long time in getting printed!

One advantage of having worked with Rikki on this has been that I have had to do some analytical thinking on the subject and gather together the information I have with me into some logical order. This is now ready and forms the content of this booklet. I have tried to explain the scope, the uses, the philosophy and details of the technique in as practical a way as possible so that it can be understood and used by field practioners.

It is my hope that this booklet will be used widely by may people.



Dr. Ravi Jayakaran

World Vision International- China

Chapter-1 INTRODUCTION:

The 10 seed technique is a modified PLA tool and was introduced after a lot of modification and experimentation as a tool that can be used to carry out several of the PLA-Participatory Learning and Action exercises. It is useful in gathering qualitative information on various issues, especially related to the perceptions of the community and the way people see themselves in relation to others. The technique is very flexible and therefore versatile..enabling its use in combination with other techniques and also for collecting a wide range of information.

The 10 seed technique is a modified PLA tool that is extremely versatile because it lends itself to easy modification.

The 10 seed technique enables probing deeply into different dimensions of an issue, for carrying out what is referred to as “opening up” the information. This essentially involves going deeper into an issue after starting at the absolute basic level. For example we find out about the health status of a community and then go deeper into it to find out reasons for difference, link it with their wealth status and go further into exploring the type of health care each group is able to access. This ‘opening up’ process can keep continuing as we find linkages to education level and attitudes.

Most of the traditional PLA exercises can be done using the 10 seed technique.



Chapter-2 PHILOSOPHY BEHIND THE TECHNIQUE:

This technique relies on using the Right brain function so that the full potential of the brain for perceptive analysis is utilized. The right brain is initiated into action by visuals such as pictures, and three dimensional items. When we use seeds to depict aspects of information ,the visual created by the seeds (strong contrast of colors between the seeds and background), helps the Right brain play a dominant role in the analysis.

The right brain is initiated into action by visuals such as pictures, and three dimensional items. When we use seeds to depict aspects of information ,the visual created by the seeds (strong contrast of colors between the seeds and background) , helps the Right brain play a dominant role in the analysis.



In the beginning when this technique was developed, it was designed to enable illiterate villagers to participate in the discussions related to their situation analysis. The idea was to remove differences due to literacy and enable those without literacy to be able to participate equally with those who were literate. However when the technique was used in the field, what was discovered was that there were additional benefits from being able to activate the right brain. The right brain is the more powerful part of the brain, because it is the creative side, more perceptive, more analytical and also has access to the information both in the left brain and the subconscious mind. Thus today the technique is even used with those who are literate!

For best results, facilitation must aim at getting the group to ‘move the seeds first’ then describe the section...rather than preparing a list first and then trying to slot the seeds in!!

Chapter-3 POTENTIAL USES OF THE TECHNIQUE:

Besides these, several of the routine PLA exercises can also be carried out by this technique for example : Trends analysis, Seasonality diagram, Livelihood analysis, Expenditure analysis, problem analysis, etcetra.

As has been already mentioned, the 10 seed technique can be used for a variety of exercises for information collection. These are for example: Vaccination levels, Patterns of distribution among a population (health care, HIV/AIDS ,Birth control practices,etc.),disease incidence, Agriculture patterns, Animal husbandry practices, Sanitation practices,housing needs,MED profile in an area, water resources ,CEDC , Rapid damage assessment in Disasters , education levels and , many many other issues that project staff need to collect information about.Besides these, several of the routine PLA exercises can also be carried out by this technique for example : Trends analysis, Seasonality diagram, Livelihood analysis, Expenditure analysis, problem analysis, etcetra. Some of the new exercises which are used for Wholistic World View Analysis (WWVA), and Capacity –Vulnerability (C/V) analysis , Rapid Food Security status assessment(RFSA), Gender disaggregation, HIV/AIDS macro zoom, and District/County level planning also use the ten seed technique. These additional exercises have been designed because of specific needs in program management and other community needs. Given below is a brief description of how the ten seed technique can be used for each of these exercises:

Trends analysis: The group is asked to think of all the things that have changed in their community since the past. They are then asked to list the things that have changed. In front of each issue that has changed they are asked to prepare two columns, representing the situation – “then” and “Now”. For each area of Change, they are asked to use 10 seeds and distribute them between the ‘then’ and ‘now’ columns.The trend of change then becomes obvious and allows for a lot of discussions.

Seasonality Diagram: The group is asked to carry out a seasonality diagram as in the standard practice, but with the change that for each of the seasonal events such as rainfall, Agriculture, disease incidence, Festivals, Labor opportunity etcetra, they are asked to use only ten seeds for distribution. This enables us to identify the occurrences according to percentage intensity at different times of the year.

Livelihood analysis: The group is asked to imagine the entire income of the whole village from all sources, throughout the year is represented by the 10 seeds.(To make it easier they are asked to imagine it all to be converted into money as some of it is generated in cash and some in materials). They are then asked to divide the seeds into groups representing the sources of the income. Use of the ten seeds here enables us to find out

Expenditure analysis: This exercise is done by asking the group to imagine that the total expenditure of the village for the whole year is represented by the 10 seeds. They are then asked to group the seeds into clusters to show what those various expenditure heads are. Again this allows us to determine the percentage of expenditure on various items such as food, clothes, medical treatment, etcetra.

Problem analysis: The group is asked asked to imagine that the 10 seeds represent all the problems that are faced by the community as a whole. They are then asked to group the seeds to represent what these problems are.

Disease incidence: The group is asked to imagine that the ten seeds represent tall the diseases that occur in the village throughout the year. Here too the number of seeds in each group show us the percentage of a particular disease in a year.

Wholistic World View Analysis (WWVA): This exercise is done by combining the Livelihood analysis and the problem analysis information of the village with the information on uncertainties in the village. This is an exercise that involves the whole village and is usually carried out after carrying out a debriefing to the whole village of information gathered in their village. The details of this exercise and how to conduct it have been extensively documented in a document called, “WWVA-Wholistic World View Analysis”, written by the author of this book. It is a technique for carrying out a capacity-vulnerability(C/V) analysis of the village with the villagers active participation for community Resource development planning. The next exercise mentioned namely: **Capacity –Vulnerability (C/V) analysis** is also done from the data generated using the C/V analysis, and the information from the innermost circle and the outermost circles enable us to identify the Capacities to be developed and the Vulnerabilities to be reduced. Both these issues have been documented extensively in the book mentioned above.

Rapid Food Security status assessment(RFSA): This technique is carried out using the ten seeds and the group is asked to classify the village families into different groups according to their Food Security Status and according to the periods which they have struggles generating their livelihood. This technique has also been extensively documented by the author of this book and details of this are available on a CD ROM entitled, “ The Ten seed technique and Food Security programming”. This CD ROM is available through the WV US point person on Food Security (Dr. Claude Nankam - claudenankam@wvi.org)in Washington DC.

Some of the new exercises which are used for Wholistic World View Analysis (WWVA), and Capacity – Vulnerability (C/V) analysis , Rapid Food Security status assessment(RFSA), Gender disaggregation, HIV/AIDS macro zoom, and District/County level planning can be done using the ten seed technique

Gender disaggregation: This exercise is carried out to identify issues that are gender related and to determine the extent to which there is a link of an issue or a responsibility with Gender. To find this out, the issue is determined, let us take for example the decision regarding Family planning. We then ask the group what extent of the decision on family planning is determined by the men and women and they are asked to divide the 10 seeds accordingly.

HIV/AIDS macro zoom: This is a method used to determine rapidly issues related to HIV/AIDS risk in a community. It is particularly useful for determining the strategy for HIV/AIDS prevention in a city. The group to work with is composed of around 25 to 30 people drawn from different walks of life who are familiar with the city. These people are usually from the media, the health care services, the entertainment business, the law enforcement department, the transportation services and the NGO sector that has been working with HIV/AIDS prevention in the city. The series of exercises that are part of the Macro zoom look at the HIV/AIDS risk frame for the city and in the course of a day are able to make a rapid study of the potential strategies to be followed. The details of the exercises and examples are currently being documented by the author of this book, and should be available in due course of time.

fosters the greatest level of ownership possible for all parties as they go through the process of **Collating and Coalescing to determine the Focal problems, preparing problem trees, determining Capacities and vulnerabilities, and then planning accordingly for each Out put to increase Capacities and reduce Vulnerabilities.**

District/County level planning: This exercise is designed to pool together the information from individual villages summaries into a macro level development plan for the District or County. When an NGO chooses to work in a particular District or County, and further to do this only among the poorer villages of that area, then all the existing available profiles of the area change because of the selection (the existing information is for the whole area without selection). This necessitates the pooling together of the selected villages in such a way that there is major impact in the area because of development work. Besides this, in order to have Sustainable development, the communities involved the government and other development agencies in the area must actively participate in the planning process as equal partners. Doing this has been a struggle till now, hence this technique was designed and the ADP(Area Development Programs) designs in World Vision Cambodia were made according to this planning process. The process obviously takes longer, but is thorough and fosters the greatest level of ownership possible for all parties as they go through the process of **Collating and Coalescing to determine the Focal problems, preparing problem trees, determining Capacities and vulnerabilities, and then planning accordingly for each Out put to increase Capacities and reduce Vulnerabilities.**

Chapter-4 ADVANTAGE OF THE TECHNIQUE:

The technique is very simple to understand and learn and equally easy to practice. When used with village groups also, it is very easily understood by them. It has been tested in several countries and has worked equally effectively in all of them.

The technique has been tested and found successful with people in different age groups varying from very young children to old people, with gender segregated groups and mixed groups and with people of no literacy and those with doctorates!

The other advantages are that seeds are easily available everywhere, very non-threatening, and easy to move and move again. Once the moving around of seeds stops with unanimous agreement the information can be written on a sheet of paper. The technique is a very visual one, and because of this allows for the literate and illiterate to participate as equal partners and contribute meaningfully to the discussion.

The specific number of seeds enable the group to make reasonable comparisons. It is also possible because of this to determine approximate percentages. The resultant visuals are easy to explain, understand and discuss around.

The technique has been tested and found successful with people in different age groups varying from very young children to old people, with gender segregated groups and mixed groups and with people of no literacy and those with doctorates!



Chapter-5 THE TECHNIQUE: How it works

After initial rapport building with the group and explaining to them that the purpose of the exercises is to understand and learn from them about the perspective; we proceed with the technique.

The group is given the ten seeds and asked to consider them to represent the entire population under study. They are then asked to move the seeds around into groups representing the aspect being analyzed.

The group is given the ten seeds and asked to consider them to represent the entire population under study. They are then asked to move the seeds around into groups representing the aspect being analyzed. Once the groups of seeds have been formed the participants are asked to describe them and give details on reasons for classifying them the way they have done. Further details are then sought on indicators that determined the segregation. Each group of seeds now has a very distinct identity accorded by the participants, and discussions can now proceed around the “visual” created .

Discussions now proceed around the “visual” and become very intense and animated. After finalization the information is transferred on paper for sharing with the larger group. The following slide shows an example of this:



% population using birth control measures regularly:

Use	Don't use

HIV/AIDS workshop/WV China/RJ-MF/January 2002

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After this is done, we proceed further to ask more details, looking for example at the types of birth control measures used. The group is asked to look at the ‘visual’, and pointing to the 8 seeds representing the population

that regularly practices birth control measures, we ask for them to divide these further in terms of the types of measures practiced. This can be done in two ways, either just asking them to divide the eight seeds, or by again taking ten seeds and asking them to consider these seeds to represent those who practice family planning measures regularly.

They had , in their thinking, equated ‘protection’ against pregnancy as being protection against HIV/AIDS. Discussions around the visual then could proceed to understand why this was so.



Type of Birth control measures adapted:

Sterilization	Pills	IUD (Intra Uterine Device)	Condom	Natural Family Planning
●	● ● ● ●	●	● ● ●	●

HIV/AIDS workshop/WV China/RJ-MF/January 2002

The result of doing this can be seen in the slide above, where the group divided the seeds further into 5 groups showing the pattern of distribution. Thus, by looking at this is is possible for identifying what percentage of the overall population approximately uses a particular type of birth control measure. For example in the case above we found that the community was under the perception that they were quite well protected against HIV/AIDS, because a fairly high percentage of them were using birth control measures. They had , in their thinking, equated ‘protection’ against pregnancy as being protection against HIV/AIDS. Discussions around the visual then could proceed to understand why this was so.

the exercise can also be the basis of discussions for modification of behavior when the community 'discovers' how much at risk it is.

Depending on the purpose of the exercise we can proceed further. As in the case mentioned above the purpose was to find out the condom usage prevalence rate, because another exercise in the same community had shown a fairly high level of promiscuous behavior among them. The exercise thus enabled us to see that only 30 percentage of the birth control measures in use were condoms, which also did not provide them 100% protection against the spread of HIV/AIDS. Thus the exercise can also be the basis of discussions for modification of behavior when the community 'discovers' how much at risk it is. These discussions can also lead into understanding appropriate interventions in the community for modified or changed behavior. Other exercises can be linked to this to find out how the community gets its information on family planning and thus we can identify the best and most effective strategy for intervening in the community.



Chapter-6 GROUP SIZE & PARTICIPATION:

The ideal size of participants group is around 8-10 persons

The ideal size of participants group is around 8-10 persons. Some would swear that the ideal size is 7-9 persons, but there is need to be flexible about this because these optimum sizes may not always be possible in the community, with the group sometimes being smaller or larger. In larger groups too the actual number of active participants may only be 8-10. If the number of active participants increases beyond that, then it might be important to split the group further.

Active participation can be enabled by giving everyone an equal chance to share views. Sometimes it may be necessary to “filter out” the over dominating ones in the group, so that others can participate. This is done by getting someone in the group to ‘diplomatically’ take the person away from the group for a KII-Key Informant Interview. While this has the benefit that the group left behind becomes active in participation, good information can also be obtained from the person filtered out.

Prime candidates for this type of filtering are usually School teachers, Village chiefs, Business men, money lenders and “educated” people in illiterate communities.

Active participation can be enabled by giving everyone an equal chance to share views.



Chapter-7 FACILITATING THE EXERCISES:

decide roles among themselves before hand to determine who will be the ‘ Interviewer’, ‘the recorder’ and if the situation calls for it- the ‘Filter’!!

Before going to the field to carry out the exercises, it is good to have the group prepare itself to work with each other. Besides establishing a code of conduct to respect and value one another, group members must also decide roles among themselves before hand to determine who will be the ‘ Interviewer’, ‘the recorder’ and if the situation calls for it- the ‘Filter’!!

Facilitation involves ensuring that there is no dominance, and that everyone gets an equal opportunity to participate and that there is a balance between being open to new and divergent views as well as being focused enough to lead the discussions **in the direction of the information being sought**.

Facilitation also involves determining when a dominant person has become the ‘defacto-spokesperson’ of the group and needs to be diplomatically ‘filtered’ out!!

The facilitator (Interviewer) should also keep a balance of time required for the exercise so that it is neither hurried nor drags on too long!



Chapter-8 KEY SUCCESS FACTORS:

The correct attitude, a balanced group, adequate time and the ability to keep the group working with a **right brain orientation** are some of the Key success factors in getting good quality information.

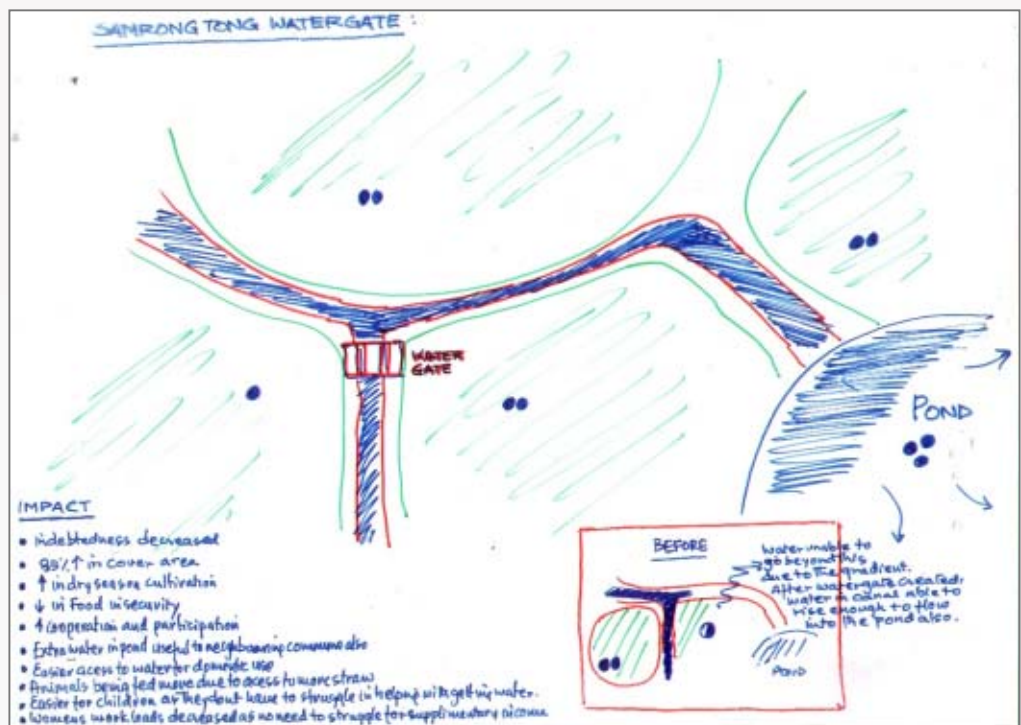
It is almost mandatory that the 'outsiders' carrying out the 10 seed technique exercises in the community have the correct attitude. This attitude is one of listening with a positive attitude. This essentially means being open to new perspectives and views without pre-assumptions which are merely seeking for an 'affirmation' from the community.

A balanced group of outsiders with varied experience and one that does not those among it who are overly dominant, nor seek to dominate the community, is also important. Such a group will be able to enable the community to participate well and spontaneously.

Adequate time should be available so that there is no need to rush. The exercise can then be coordinated and facilitated well, and focus on good discussions with an openness to new views and perspectives.

It is also very important to keep the group working with a right brain orientation. This essentially means that at the beginning stages the seeds should be the main things on the paper with only symbols or diagrams drawn to mark the issues identified.

The correct attitude, a balanced group, adequate time and the ability to keep the group working with a right brain orientation are some of the Key success factors in getting good quality information.



Chapter-9 ASKING GOOD QUESTIONS:

.Questions asked should therefore be ‘Open ended’, and the 5W+1H (Who?What? Where? When? Why? + How?) principle is a good one to adapt.

After establishing good rapport with the community group the facilitators of the exercise should explain the purpose of the exercise and the subject that they propose to explore with them.

A foundational principle to remember in asking questions is to remember to ask questions to learn and understand, not to ‘affirm’ pre-assumptions. Questions asked should therefore be ‘Open ended’, and the **5W+1H** (Who?What? Where? When? Why? + How?) principle is a good one to adapt. The general principle is to start with the simplified foundational information first and then get deeper and deeper into the issue.

Going deeper into issues to ‘Open up’ the information is a little more complex but comes easily with practice. Here too the best results are obtained by continuing to be as “visual” as possible and getting participants to move the seeds first and then describe the categories.



Chapter-10 INTERVIEWING THE ‘VISUAL’

Once the ‘visual’ of the seeds placed in the different groups has been created it is reviewed with the participants to make sure everyone understands the placement of the seeds. After this various aspects of this are discussed....this is done by “interviewing” the visual. This is a very non-threatening method as we don’t need to make embarrassing eye contact with the participants especially when collecting sensitive information. When they feel comfortable and they are ready for it, they do however make eye contact, but this is on the basis of an established relationship. At the end of the session a participant from the community is invited to give a summary of the observations and findings. The document can be copied and the original left behind for use by the village in future.

This is a very non-threatening method as we don’t need to make embarrassing eye contact with the participants especially when collecting sensitive information.



Chapter-11 PRECAUTIONS AND CARE:

There are some precautions and care that one must take while using the 10 seed technique. The first and most important one in this is that the facilitator must have the correct attitude . This is Mandatory. Second, the purpose of the exercise must be explained to the community clearly right at the beginning.

Since the technique uses right brain function it has the potential to bring Hopes & Dreams to the surface and therefore something must be done to address them after the exercise. Similarly when seeking sensitive information, it may throw light on an exploitative situation in the village that must be dealt with urgently. This too must be dealt with soon, or it will result in frustration and the oppression may continue unchecked.

It is also essential to ensure equal participation and opportunity to speak for all participants without dominators ‘taking over complete’ control. Chapter six outlines ways in which to deal with such situations. Taking these precautions will enable the exercise to be done well and successfully.

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Chapter-12 POTENTIAL PROBLEMS

Prime candidates for filtering are usually: Village leaders, money lenders, Landlords, old school teachers, or other authorities

Dominant people in the community could be one potential big problem that will hinder good participation from the community. To prevent this, “Filter” dominators for KII (Key informant Interview) so that others get a chance to participate equally. Prime candidates for filtering are usually: Village leaders, money lenders, Landlords, old school teachers, or other authorities. This, however, must be done sensitively so that the ‘filtered’ person still feels important. Besides, this is often a blessing in disguise, because the filtered person does in fact give some good information.

Other problems can be avoided by being sensitive to the presence of people with vested interests in the group and ensuring that information is not biased in favor of their interests. Gender biased information should be countered by trying to get some gender balance. If the context is one in which women will hesitate to speak in the presence of men, then divide the participants into 2 groups. Choose the timings for the exercise carefully so that it doesn’t disrupt the normal life of the village badly.



Chapter-13 GOOD FACILITATION:

Let the facilitation become a way of life for you....not only at work , but also in your personal life!!

This essentially involves being able to overcome some of the potential problems that one might face as mentioned already in Chapter-12. The 10 seed technique is very easy to learn ,but the correct attitude is hard to develop (hence we need to work on this if we want to be good facilitators). Developing an openness to new perspectives and ideas and views is essential. One has to seek to listen and learn(not seek to confirm pre-determined ideas). Success is guaranteed when one develops a ‘listening attitude’.

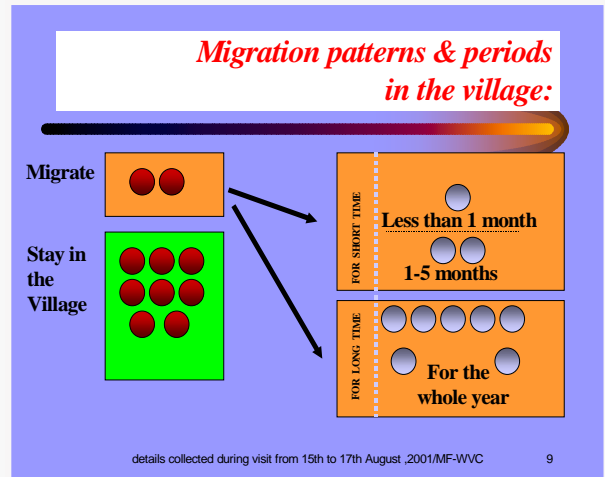
A good facilitator is sensitive to the local context and culture and ensures equal participation and counters dominance by individuals trying to become spokespersons for the group. If handled correctly, the exercises will generate animated discussions among the participants. *Let the facilitation become a way of life for you....not only at work , but also in your personal life!!*



Chapter-14 'OPENING UP' THE INFORMATION:

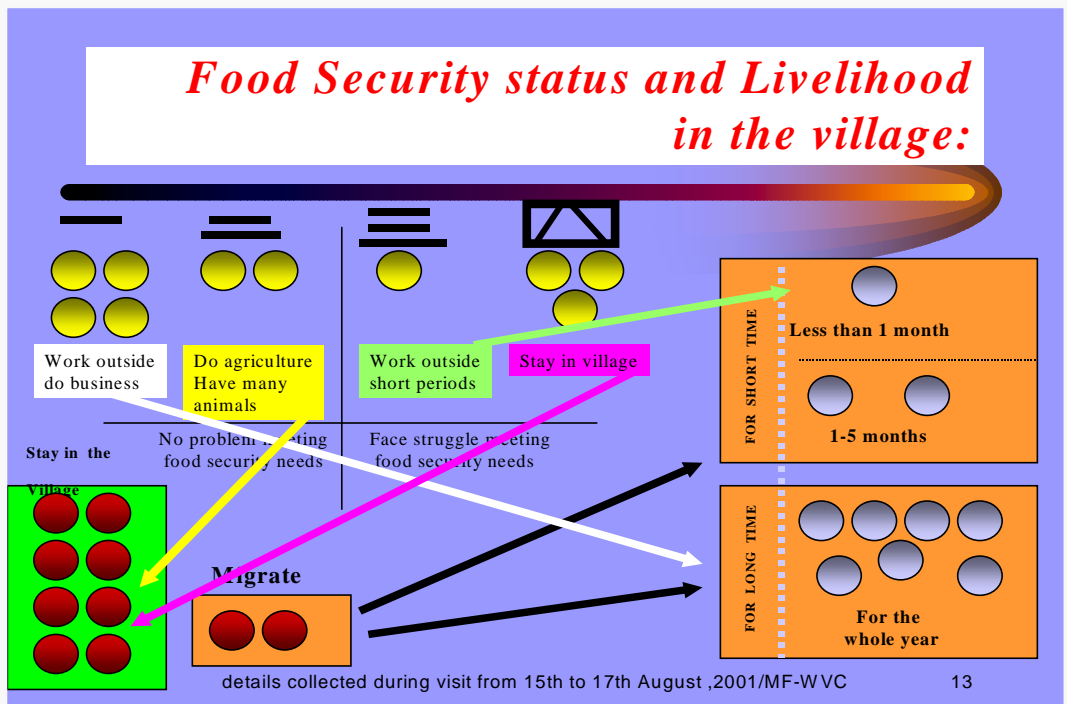
This is done for issues that have ramifications with several factors for example the Food Security Status of a village in relation to migration patterns.

The Food security status of the village is understood and then for each food security status level further details are found out for example level of children's education, Health status, migration patterns, use of different programs etcetera. Carrying out this exercise results in the creation of a complex and complicated diagram.



the ramifications and the underlying issues involved that cause the particular situation can be explored by 'opening up' the information.

This diagram shows the ramifications and the underlying issues involved that cause the particular situation. Since the complex diagram emerged from the simple it is easy to understand, describe and discuss for all participants, even the villagers with low or no literacy.



Chapter-15 USING THE INFORMATION:

Information generated by using the 10 seed technique must be used as soon as possible in planning and designing. However, oftentimes what really happens is that those who collect it are unable to analyse it and thus don't know how to use it. When using technique for analyse specific issues such as say the level of vaccination, the resulting information can be used to generate a Plan of Action for getting the unvaccinated children vaccinated. The participants of the exercise can be asked how to ensure that this happens for each level identified.

When the entire series of exercises is conducted, it must result in the formulation of a Village Resource Development Plan (VRDP). The Problem analysis and Livelihood analysis exercise of the village in combination with the uncertainty profile of the village can be used to prepare for the Wholistic World View Analysis(WWVA), which in turn can help is generating a C/V (Capacities & Vulnerabilities) analysis of the village for Development planning.

Sometimes the exercise is done to identify the causes of a specific problem. Thus the information generated can immediately be used by addressing the identified causes. on other occasions the exercise is done to find out why a particular program is not succeeding...the approach here would then be to make modifications as suggested by the community.

The progress of the program against planned objectives can be done in the form of an evaluation. For example for a particular objective if the planned impact was 'x' and we represent this with ten seeds.

The progress of the program against planned objectives can be done in the form of an evaluation

Planned project objectives	Achievements of the project	
	Already accomplished	Yet to be achieved
Objective : planned Impact 'x'		
Description:	<ul style="list-style-type: none"> -Let the community say what they think are the achievements in this -To be done without prompting them 	<ul style="list-style-type: none"> -Let the community identify the areas in which additional work needs to be done according to them.

For each component:

We then ask the community how many seeds would represent the actual impact, and let us say they put 7 seeds to show this; we then ask them to list these. Similarly, we can then proceed to ask them what modification and emphasis (3 seeds) needs to be given in the project for that component in future to bring it up to speed. This could even be done at each output level for the project.

Chapter-16 CONCLUSIONS

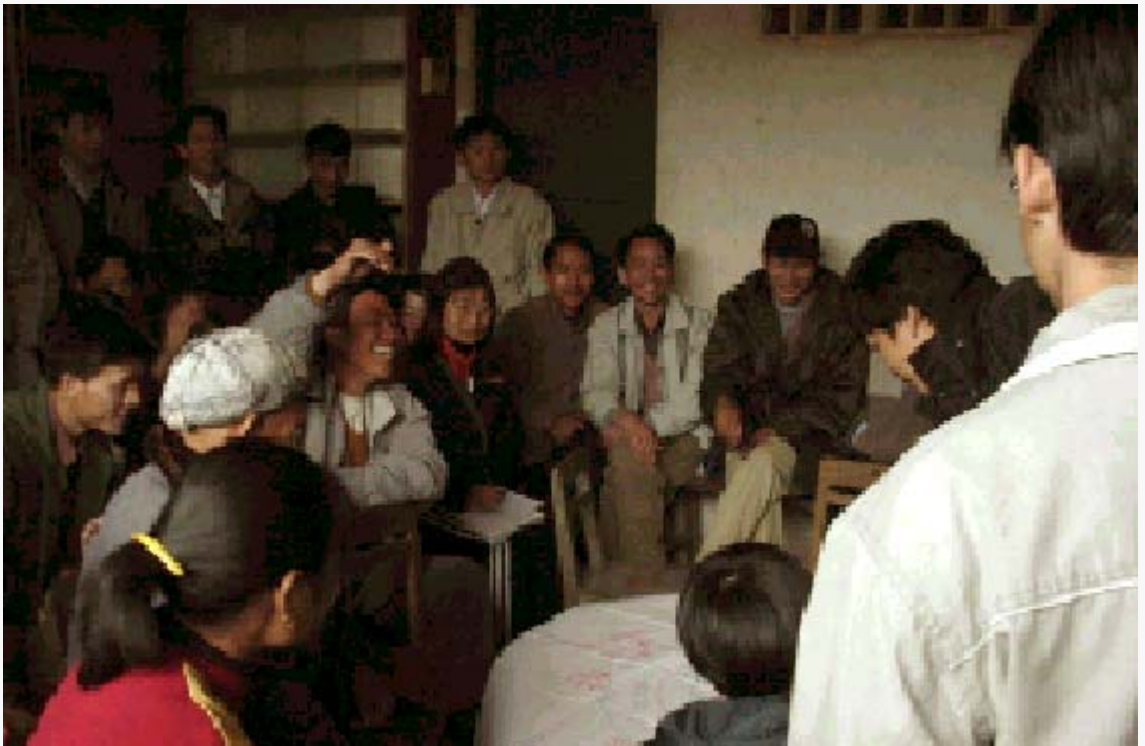
The range of uses that the 10 seed technique can be put to have been clearly detailed in this book. These uses range from participatory information gathering to situation analysis ,planning and evaluation. Extended applications have also been explained for example on how it can be used to deal with specific issues such as HIV/AIDS risk, Food Security Status, understanding the needs of children in Especially Difficult Circumstances etcetra. Several examples are also included in the appendix that help in further understanding how the technique is used and also to understand more of its scope.

A brief mention and examples are also given of some of the advanced techniques that can also be used namely the ‘macro zoom’ the WWVA tool and the method of coalescing individual village level planning into the County level or District level plan. These have only briefly explained here as detailed information on their use is already available as a separate document.

It is hoped that the first edition of this book will get wide circulation and that there will be adequate feedback from the readers and practioners, on the basis of which further modifications can be made in the book to expand its scope and effectiveness.

China has taken the lead in translating materials into Chinese for grass roots level staff. It is hoped that similar efforts will be made in other countries too.

Several examples are also included in the appendix that help in further understanding how the technique is used and also to understand more of its scope.



GLOSSARY:

ADP	Area Development Program
C/V	Capacity/Vulnerability Analysis
CBDM	Community Based Disaster Management
CEDC	Children in Especially Difficult Circumstances
FSS	Food Security Status
HIV/AIDS	Human Immuno-deficiency Virus/ Acquired Immuno-Deficiency Syndrome
IUD	Intra Uterine Device
IVDU	Intra Venous Drug User
KII	Key Informant Interview
NGO	Non-Government Organization
PLA	Participatory Learning and Action
PRA	Participatory Rural Appraisal
RFSA	Rapid Food Security Assessment
STD	Sexually Transmitted Disease
TST	Ten seed Technique
VRDP	Village Resource Development Plan
WWVA	Wholistic World View Analysis

ADDITIONAL READING:

Name of Book	Author
Two ears of Corn: a guide to people centered Agriculture improvement	Bunch, R (1985)
Rural Development: Putting the last First (Longman,Harlow)	Chambers, Robert (1983)
The origins and practice of PRA, World Development	Chambers, Robert (1994)
Whose Reality Counts? Putting the first last(Intermediate Technology publication)	Chambers, Robert (1997)
The age of Unreason (Arrow books,London)	Handy,Charles (1989)
PRA/PLA Notes: Series, especially RRA Notes-13	IIED – International Institute of Environment and Development,London (1991)
PLA User Guide and Manual	Jayakaran,Ravi (1996) World Vision India
PLA, a 5 minute guide	Jayakaran,Ravi (1996) World Vision India
Use of PLA for collecting sensitive information	Jayakaran,Ravi (1998) AIDSCAP,India
Use of PLA in MED and IGP	Jayakaran,Ravi (1999) World Vision India
RFSA- Use of PLA in Rapid Food Security Status assessment: CD ROM	Jayakaran,Ravi (2001) World Vision AP-DMO
Use of PLA in CBDM-Community Based Disaster Management: CD ROM	Jayakaran,Ravi (2001) World Vision AP-DMO
WWVA for C/V analysis	Jayakaran,Ravi (2002) World Vision China
Macro-zoom PLA for HIV/AIDS risk assessment	Jayakaran,Ravi (2002) World Vision China
PRA and questionnaire survey: Comparative field experience and methodological innovations, Concept Publishing Company, Delhi	Mukherjee, Neela (1995)
Walking with the Poor	Myers, Bryant ,Mary Knoll-World Vision
Working with the poor	Myers, Bryant et all ,MARC, World Vision
Thriving on Chaos:handbook for a management revolution(London: Pan Books)	Peters, Tom (1989)
Liberation Management: Necessary disorganization for the nanosecond Nineties	Peters, Tom (1992)
A trainer's guide for Participatory Learning and Action (IIED series)	Pretty, Jules et all (1995)
Small is beautiful: a study of economics as if people mattered(Blond Briggs) London	Schumacher, E.F. (1973)
The fifth Discipline: the art and practice of the learning organization (Random house, London)	Senge, Peter (1992)
Stepping stones: A training package on HIV/AIDS , gender issues, communications and relationship skills, Action Aid, London	Welbourne, Alice, (1996)

The next few pages have samples of the outputs produced as a result of using the 10 seed technique in different places for collecting different types of information. The wide range of information gathered will provide examples of how versatile and flexible the technique is. Some of the outputs also serve as examples for the information provided in the book.

(samples from use of the 10 seed technique)

Use of the TST in studying migration levels



% of population migrating from an ADP to the Urban areas:

For the full year	For part of the year	Stay in the village
● ●	● ● ●	● ● ● ●

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Use of the TST in studying health seeking behavior for STDs



Treatment seeking behavior of local people fro “hidden diseases”:

At a hospital	In an STD clinic	From a bare foot doctor	Use herbal medicines for treating themselves	Through a witch doctor
●	● ● ●	● ●	● ● ●	●

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(samples from use of the 10 seed technique)

Use of TST to find out about efficacy of IEC materials



Sources of information for community about Disease:

SOURCE OF INFORMATION				
Through TV	Broadcasting (radio)	Through periodicals and Books	Through Village doctors	Through the promotion efforts of the disease prevention units
●	●	● ●	● ● ●	● ● ●

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Use of the TST for collecting sensitive information on drug use



Gender disaggregation of the Drug users

Male	Female
● ●	●
● ● ●	●
● ●	●

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Use of the TST to find out sensitive information on drug abuse



Type of Drugs used

Heroin	Other drugs
	<ul style="list-style-type: none"> . Marijuana . Shaking head pill . K powder . Opium

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Use of the TST to find out sensitive information related to HIV/AIDS



Sources of money for **Female** drug addicts to buy drugs

Means of getting money for drugs			
Prostitution	Crime	Using Family money	Using own money

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Use of the TST to find out sensitive information from IVDUs



Condom usage by Female Drug users when they sell sex

Use condoms	Do not use condoms
● ●	● ● ●
● ●	● ● ●

- Reasons for not using Condoms:**
- 1) Clients reject.
 - 2) rushed for money (need drug shot immediately)
 - 3) no condoms available at that moment
 - 4) rush for fear of being caught by police

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Use of the TST for fining out impact of drug abuse from IVDUs



Impact of drug addiction on the drug users

	Social Circle	Character	Family	Career	Body & Health	Economic condition
Type of changes	<ul style="list-style-type: none"> •Abnormal behavior •Withdrawn •Irregular life 	<ul style="list-style-type: none"> •Introvert •Selfish •Greedy •Inhuman •Cruel •Isolated •cheater 	<ul style="list-style-type: none"> •Don't want children •Family breaks •Isolated •No one wants to marry them 	<ul style="list-style-type: none"> •Lose job •Absent minded •Commit crime •No legal job 	<ul style="list-style-type: none"> •Skinny •Decreased immunity •Bad memory •Bad digestion 	<ul style="list-style-type: none"> •Savings drop •Move to small house •Consumption level drops •Move to poor location
Female drug users	●	●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
Male Drug users	●	●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●

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Use of the TST for estimating high risk behavior



Level of Multi-partner sexual relations (among Women)

Frequency of Liaison		
Regular	Irregular	Never
● ● ●	● ● ●	● ● ● ●

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Use of the TST to estimate the level of alcohol use of a community



Level of Alcohol use by the adult community:

Level of consumption			
Excessive consumers	High to Medium consumers	Occasional consumers	Do not consume alcohol
●	● ● ●	● ● ● ● ● ●	

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Use of the TST in involving communities in developing the Area Development program

Step-1

Situation Analysis:

Moving from the Micro to the Macro

Individual village problems

Summary problem

Focal problem

Problems	Village A	Village B	Village C	Village D	Village E	Total Score
Poor irrigation	•••	•••	•	•	•••	10
Many diseases	••	•••	•	•	••	9
Bad road	••	•••	••	•	•	8
No school	•	•	•	••	•	8
No agricultural tech	•	•	•	•	•	5
No irrigation		•	••	••	•	6
Low income			•	••	•	4
Etc...						

Agriculture	29
Health	21
Education	20
MED	5
Etc.....	

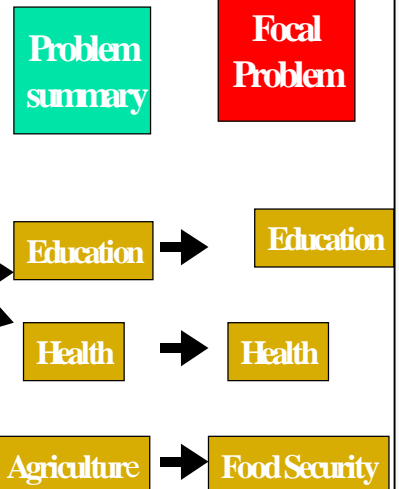
Food Security
Health
Education

Use of the TST in involving communities in developing the Area Development program (continued..)

Step-2

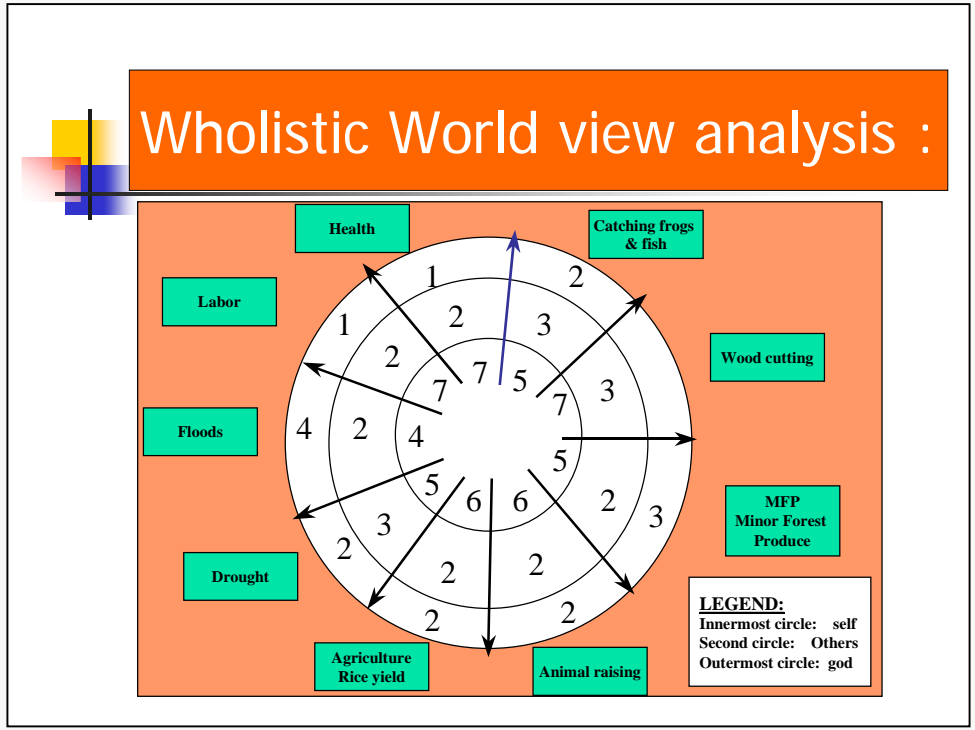
Look to see if the Focal problem can be further coalesced/ Summarized:

	TS1		TS2		TS3		TS4		TS5		Total
	V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	
Poor education of peasants	0	0			0						3
Poor environmental hygiene	00										2
Poor school facilities, and poor quality of teachers	000								00		5
Water, electricity and infrastructure	00										4
Water disposal and solid waste treatment		000									3
Low school enrolment		00	00			00				00	10
Lack of water tanks			000	0			00	000			9
Lack of knowledge in AH			00				00				4
Poor road		00	0		000	000	0		0	000	16
Infectious disease			000	0							4
Lowland productivity			000			00		00			10
low productivity of forestry				00							2
Flood, windstorm and pests					000	0	0	0		000	9
Poor health facilities & equipment					00		0		00		5
Poor school buildings							000	000			6
Poor knowledge of immunization							0				1
Lack of money									000		3
Lack knowledge on food processing									00		2
Backward agricultural technology										00	2

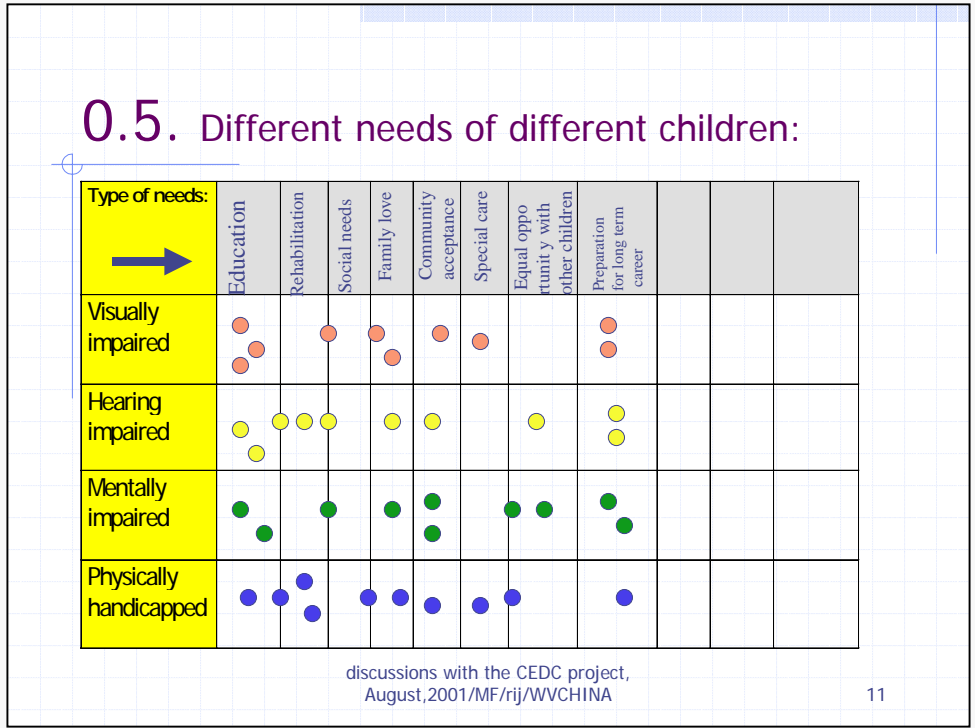


(samples from use of the 10 seed technique)

Use of the TST in estimating multi-dimensional growth restraints

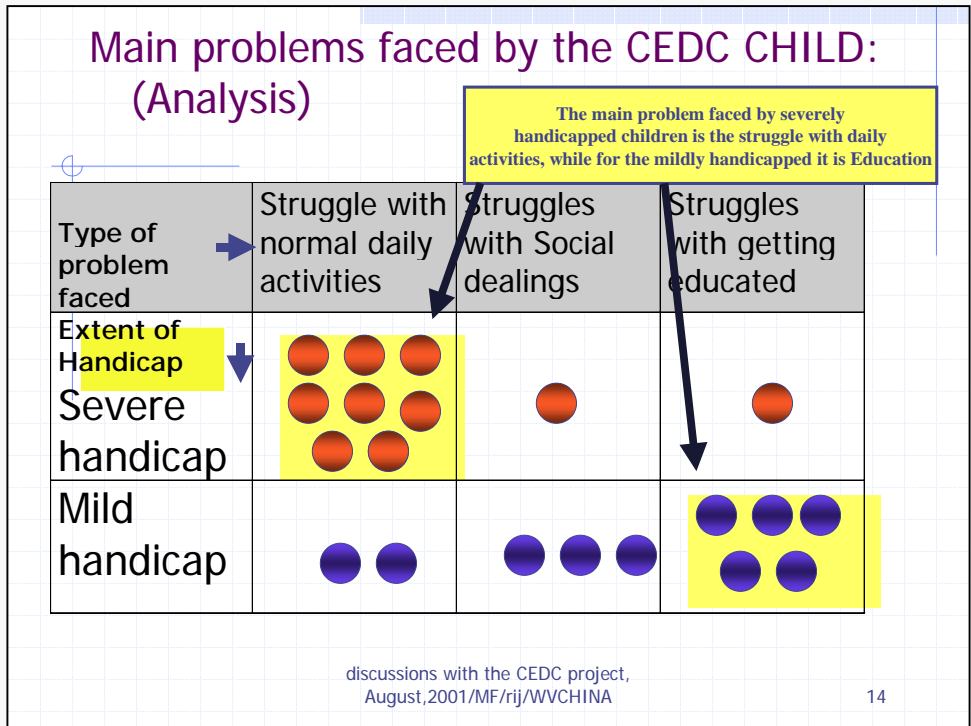


Use of the TST in CEDC programming

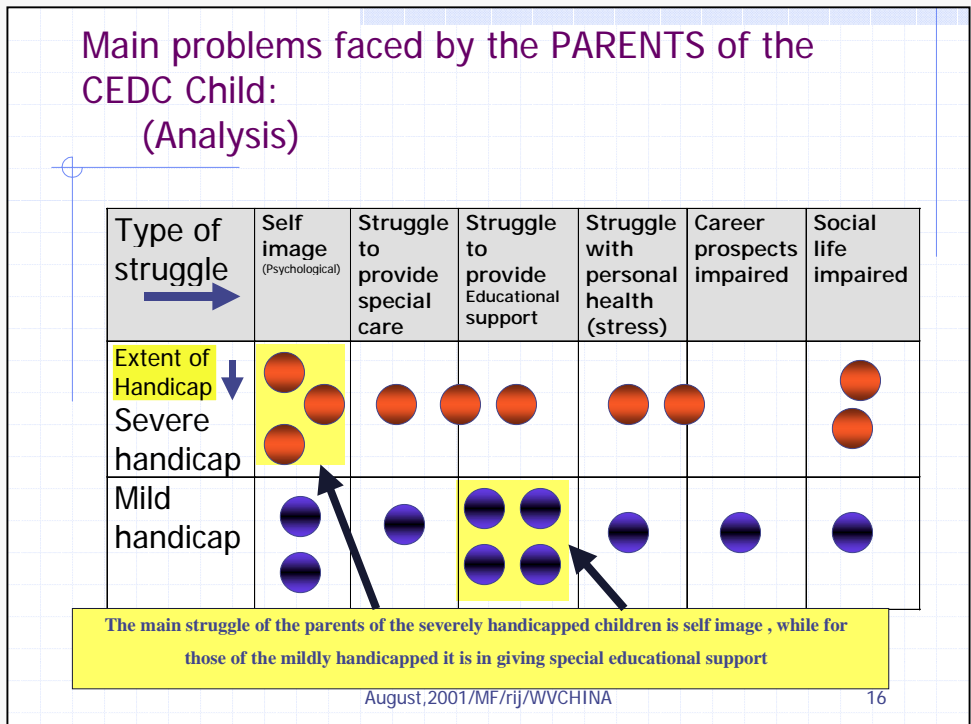


(samples from use of the 10 seed technique)

Use of the TST in CEDC programming



Use of the TST in CEDC programming



(samples from use of the 10 seed technique)

Use of the TST in Marriage enrichment seminars

Common struggles in marriages:

- * Ten seed: Common Problems faced in Marriages locally
- * (group-1)

Areas of common problem →

Struggles with adjusting to each other	Financial struggles	Children's education	Relationship with others: One another's friends /families
● ● ● ●	● ● ●	● ●	●

3/14/02 Succeeding in Marriage relationships:some principles

Use of the TST in Marriage enrichment seminars

Perceptions of what the ingredients of a successful marriage are:



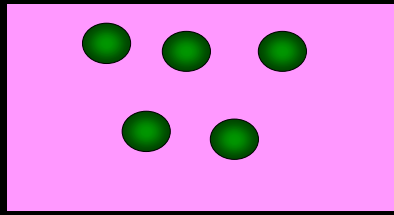
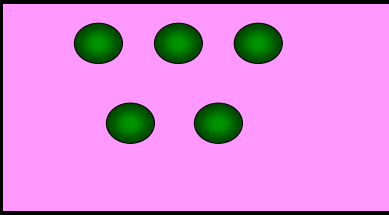
Financial independence of both	Couple make efforts always to develop their relationship (keep the Romance alive*) <small>(see next slide)</small>	Couple keep their health in good condition	They face all kinds of difficulties together
● ● ●	● ● ●	● ●	● ●

2/14/02 Succeeding in Marriage relationships:some principles

(samples from use of the 10 seed technique)

Use of the TST in Marriage enrichment seminars



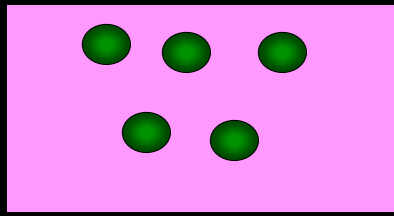
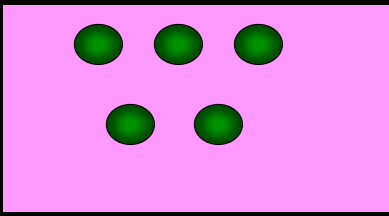
Responsibility for causing problems in the marriage:

Men 	Women 
	

3/13/02 Succeeding in Marriage relationships:some principles

Use of the TST in Marriage enrichment seminars

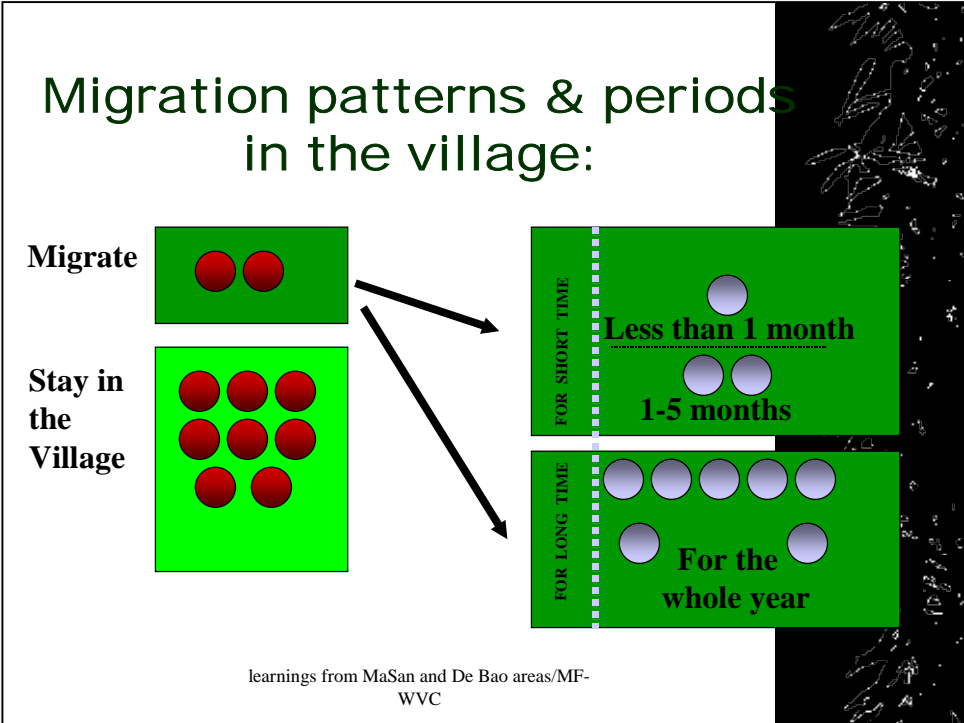
Responsibility for making the marriage successful:

Men 	Wor 
	

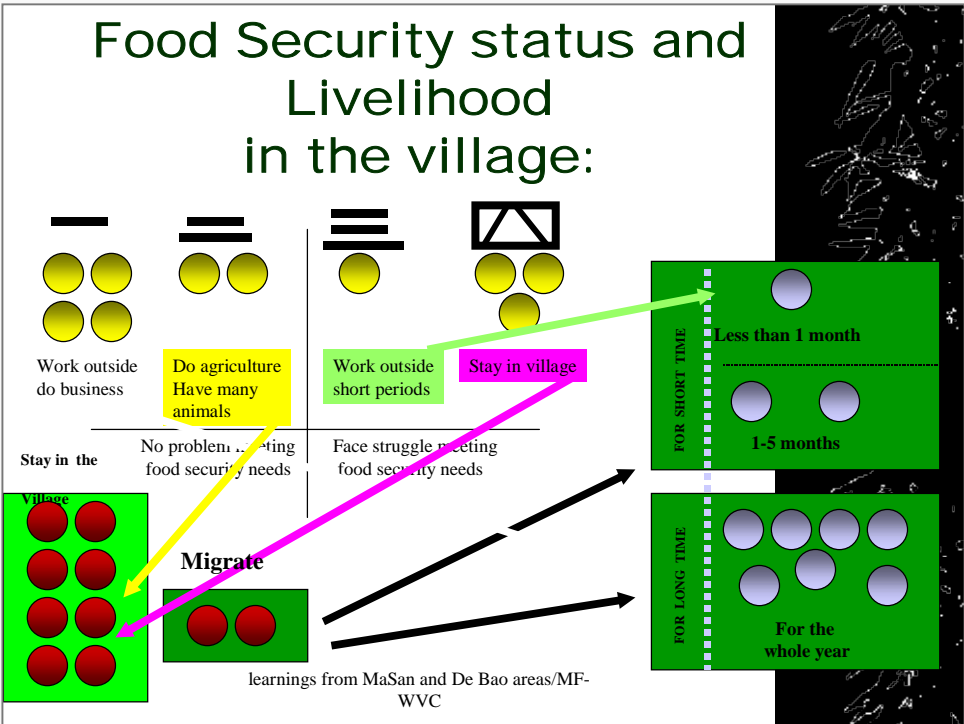
3/13/02 Succeeding in Marriage relationships:some principles

(samples from use of the 10 seed technique)

Use of the TST for 'opening up' information on migration

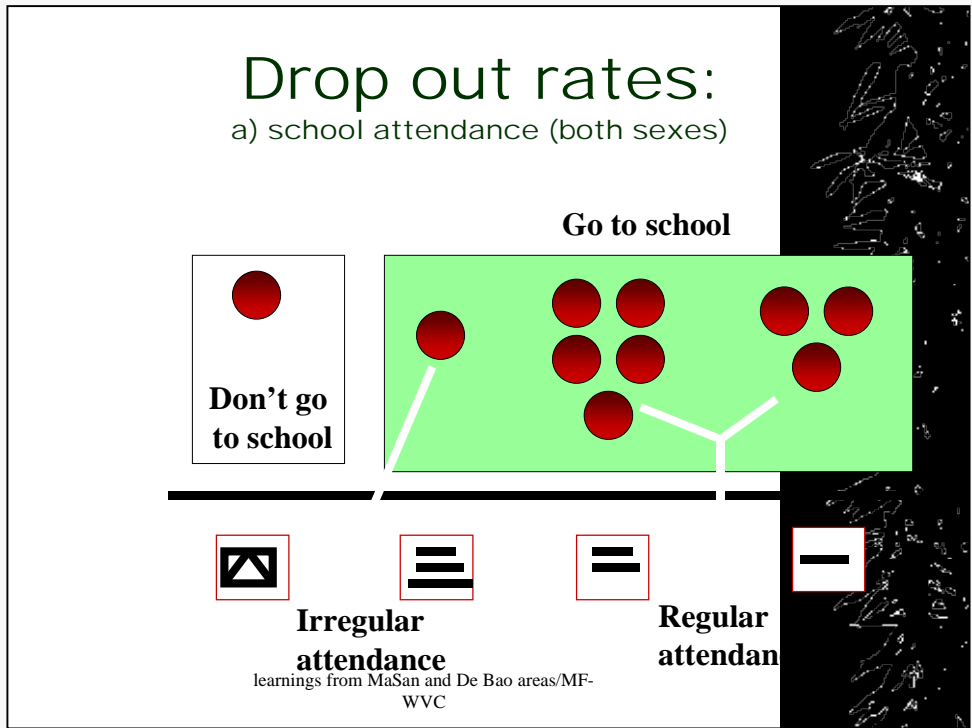


Use of the TST for further 'opening up' the RFSA information

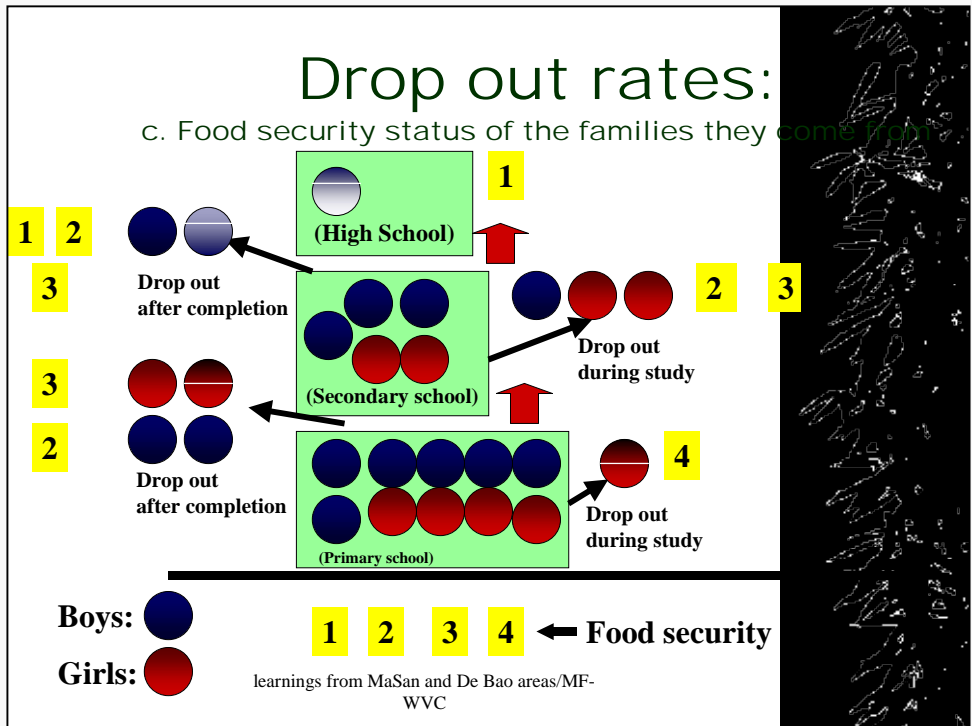


(samples from use of the 10 seed technique)

Use of the TST to estimate school attendance and link it to FSS



Use of the TST to estimate the level and pattern of school drop outs


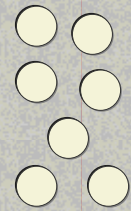


(samples from use of the 10 seed technique)

Use of the TST in planning with communities for Relief assistance

Example:

- Establish approximate % of population that is affected by the disaster




Affected	Not affected
	

Ravi Jayakaran/Ministry Facilitator
WV China

Use of the TST in planning with communities for Relief assistance

Example:

- Use 10 seeds again to represent the persons affected to get more details
- Establish to what extent those affected are affected
- Obtain indicators for each group

Seriously affected	Less seriously affected	Only slightly affected
		
<ul style="list-style-type: none"> House destroyed Leechi trees destroyed Animals dead Belongings destroyed 	<ul style="list-style-type: none"> House damaged Leechi trees damaged Animals affected Belongings damaged 	<ul style="list-style-type: none"> House slightly damaged Few Leechi trees damaged

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WV China

Use of the TST in CBDM-Community Based Disaster Management

Flood Levels and early warning: (Thadeau village)

The diagram illustrates the progression of flood levels from the Mekong river towards Thadeau village. It shows a cross-section of the riverbank with trees. Red arrows indicate the rising water level. Labels include 'The Mekong', 'current level', 'Thomada level', 'Serious Flood level', and 'Dangerous Flood level'. A text box states: 'The waters makes loud rumbling sound, and can rise from here to the top in 30 minutes!!!'. To the right, a table titled 'Flood Level:' shows the number of white circles in a grid for each month: July (2 circles), August (4 circles), and September (6 circles).

Use of PLA in assessing Community Capacity for Disaster Management: Dr Ravi Jayakaran 18

Use the TST to study the Sib Sing Hop 12 year rainfall cycle for CBDM

The 'sib song hop'

The year of.....

The Rat

The Cow

The Tiger

The Rabbit

The Dragon

The Snake

The Horse

The Goat

The Monkey

The cock

The Dog


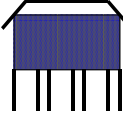




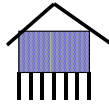




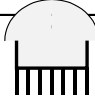



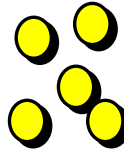
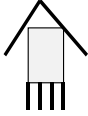


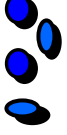
The Pig

(This 12 year calendar which was studied for the first time in this project needs to be further studied in other contexts too, because it can be an excellent early warning tool of yearly rainfall patterns)

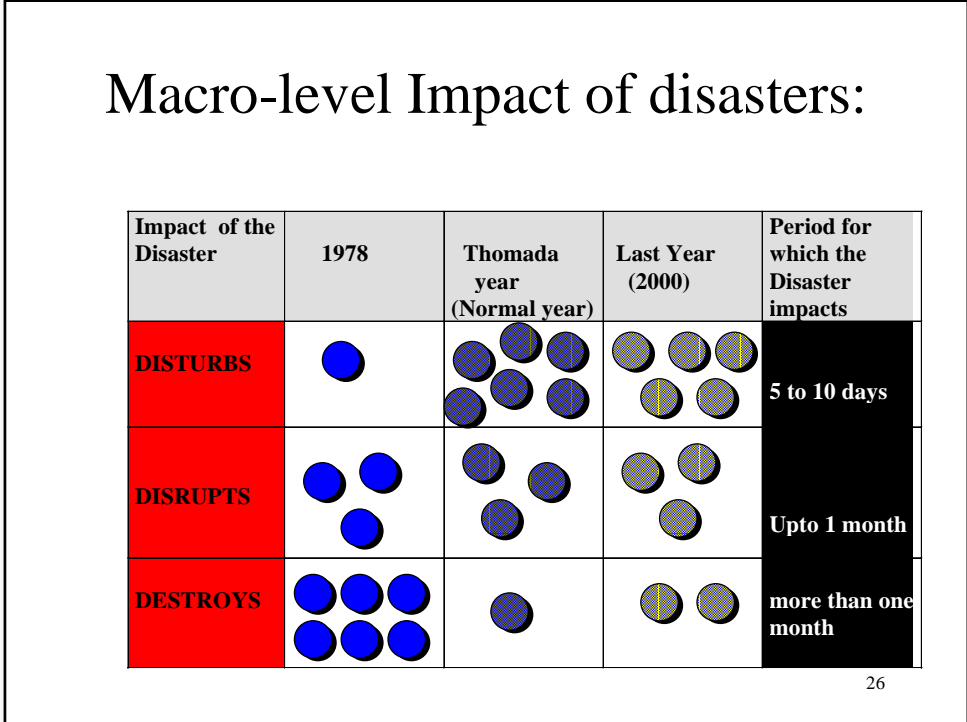
Use of PLA in assessing Community Capacity for Disaster Management: Dr Ravi Jayakaran 84

Use of the TST in assessing FSS and house type, and linking it to damage done during disasters

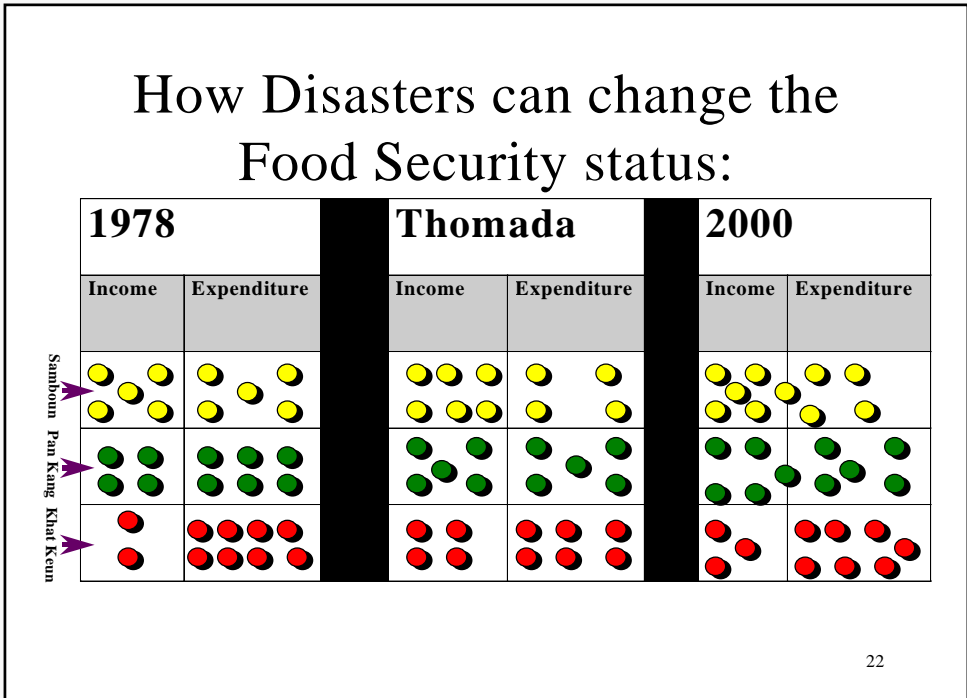
Food security Status in Nondi village:

Number of seeds	Local name	House type	House description	Produce rice	impact of drought on this group	Impact of too much rain on group
	“LeuKin” (Abundant , enough and over)		Wood corrugated roof permanent house 16 poles big size 3-5 Hect.			
	“Po Katern” (some years enough, some years not enough), “Kum Kin” (enough)		Wood walls notcompleted corrugated roof 9 poles (square cut) small size 1-3 Hect.			
	“Khat Keun” (Not enough)		Straw/grass roof 9 poles-round semi-permanent 1-2 Hect.			
	“Took Ngyar” or “Bomeedin” (poor.. difficult, landless)		Poles are bamboo roof of straw no nails, only tied small houses No land “no land but buy rice”			

Use of the TST in assessing the impact of Floods of different intensity



Use of the TST to assess impact of disasters on FSS of different households



Use of the TST to study the impact of different disasters

Population affected by disaster (Zone 2)

Name of Village	Wath Thong	Wath Amath	Wath La Khone	Phon Pheng	Sikerd	Wath Thath	Ban Hai
% of Population affected by floods							
% of Population affected by droughts							
% of Population affected by insects							
% of Population not affected by any disaster							

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Use of the TST to study the impact of different disasters

Population affected by disaster (Zone 4)

Name of Village	Tha Deua	Ka Teuv	Si Sa Vang	Koak Khong	Nong Thon	Thang Beng	Nong Nok Khieng	Sang Khean	Sang Mak Yang
% of Population affected by floods									
% of Population affected by droughts									
% of Population affected by insects									
% of Population not affected by any disaster									

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Use of the TST to study the impact of different disasters

Population affected by disaster (Zone 6)

Name of Village	Done Khong	Ban Heui	Na Sa Vang	Non Thai	Nong Keo	Tha Teang Terng	Nong Hin	Ning Kham	Nong Sa No
% of Population affected by floods									
% of Population affected by droughts	●●●	●●	●●●	●●●	●●	●●●	●●	●●	●●
% of Population affected by insects	●●●	●●●	●●	●●	●●	●●●	●●●	●●●	●●●
% of Population not affected by any disaster	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●

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The FSS of the household, their local name for it, and its profile



Food Security Status:



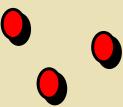









Local name for Food security status	Food Security status
“Leuakin (more than enough)	Above the Prosperity line
“Koom Kin” (Just enough)	At or just above the Poverty line
“Khat Kheun” (not enough)	Below the poverty line
“Bomeedin” (have ‘nothing’)	Below the ‘Charity line’

FS&House type/Dr Ravi Jayakaran

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Use of the TST in assessing FSS and profile of house type, and also linking it to land ownership

Food security Status & house type:

Number of seeds	Local name (For food security status)	House type	House description	%Of land ownership
	“Leuakin” (Abundant, enough and over)		Wood , corrugated roof permanent house. 16 poles, big size 3-5 Hect. Of land	
	“Koomkin” (Enough)		Wood ,walls not completed, corrugated roof ,12-16 poles (square cut), big size 1-3 Hect. Of land	
	“Khat Kheun” (Not enough)		Straw/grass roof , 9-12 poles-round semi-permanent house. 1-2 Hect. Of land	
	“Bomeedin” (Have nothing Landless)		Poles are bamboo Roof of straw No nails, only tied Small houses “No land but buy rice”	 (Do not have their own land but cultivate on behalf of others)

(samples from use of the 10 seed technique)

Use of the TST in assessing why people build houses



Why people build houses: comparative considerations of different Food Security status groups

	Significance	Sufficiency	Security	---->
	As a status symbol	For getting loans or to sell	Place to stay	As property for next generation
Leuakin	● ● ●	● ●	● ●	● ●
Koom Kin	● ●	●	● ● ● ●	● ● ● ●
Khat Kheun	●		● ● ● ● ● ●	● ● ● ● ● ●
Bomeedin			● ● ● ● ● ● ● ●	

FS&House type/Dr Ravi Jayakaran

Use of the TST in assessing the comparative expectations of people







Expectations from a house: comparative considerations of different Food Security status groups

	Protection from Inclement weather	Strong, comfortable, spacious	Permanence	Security of property from robbery
Leuakin	●	● ● ● ● ● ●	● ● ● ● ● ●	● ●
Koom Kin	● ●	● ● ● ● ● ●	● ● ● ● ● ●	●
Khat Kheun	● ● ● ● ● ● ● ●	● ● ● ● ● ●	● ● ● ● ● ●	
Bomeedin	● ● ● ● ● ● ● ●			

FS&House type/Dr Ravi Jayakaran

Use of the TST in classifying the community into different FFS groups



Family Food Security status as an indicator of Vulnerability Profile of Food Security status

Number of Seeds	% of the population	Vulnerability status	Remarks
	20%	Prosperity line	Those who have enough and can lend
	30%	Poverty line (just above)	Those who face food shortage for one to two months a year
	30%	Poverty line (just below)	Those who face food shortage for 3 to 5 months a year
	20%	Charity line	Those who face food shortage throughout the year

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Use of the TST in correlating FSS and vulnerability (street children)

Family Food Security status as an indicator of Vulnerability Children on the street: Type of families from which the children come

Food Security Status	% of the population	Children on the streets
Prosperity line	20%	
Poverty line (just above)	30%	
Poverty line (just below)	30%	
Charity line	20%	

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About the author:

Dr. Ravi Jayakaran works for World Vision International and is currently working with World Vision China as their Ministry Facilitator, enabling Capacity Building for effective Community participation and Development understanding and effectiveness of the World Vision China staff. He is based in NanNing, QuanXi province, PRC.

Dr Jayakaran started his career in Maharashtra, India, working with Megasaysay award winner Dr Manibhai Desai, and then moved to the state of Bihar (India) where he worked with the Corporate sector-Usha Martin Industries, heading their Integrated Community development programs. He later joined World Vision in India and held various responsibilities which involved supervising the innovative projects, special projects and the Area Development Programs there. Before coming to China where he is currently based he worked as the head of Operations in World Vision Cambodia. During this time he also functioned as the lead facilitator for training World Vision staff in the use of PRA/PLA techniques in India, Zambia, Sri Lanka, Kenya, Philippines, Myanmar, Indonesia, Thailand, Mongolia, Laos, Cambodia and China.

During his career he has gained experience and learning in a wide range of areas including low and high input agriculture, Animal Husbandry, Forestry, Micro watershed development, Literacy programs, Integrated Health care, sericulture and cottage industries. Since his initial meeting with Dr. Robert Chambers in the early 1980s, they have been in close contact and in Dr. Jayakaran's words, "life has never been the same, because PRA/PLA have become a way of life for me!"

Subsequently, Dr Jayakaran has used PLA in Agriculture, Animal Husbandry, Forestry, Integrated Community development programming, ADP designing, MED, School drop out assessment, CEDC, C/V analysis, HIV/AIDS awareness and risk assessment, Health programs, Wholistic World View Analysis, Food Security Programming, CBDM (Community Based Disaster management) etcetera.

Dr Jayakaran and his wife Vimla have two sons. Amit their older son is an engineer and is currently studying for his Masters degree in the United States, while their younger son Rohit is in London studying for his Masters degree in International Business.

He has written several books on the use of PLA methodology and they are available through World Vision India. Some of this material has also been translated into Chinese.

Dr Jayakaran is happy to answer questions on the subject of Participatory methodology especially the use of the ten seed technique. He can be contacted through e-mail on the following addresses: ravi_jayakaran@yahoo.com or ravi_jayakaran@wvi.org

World Vision:

World Vision is an International Relief and development organization that works in nearly a 100 countries around the World. World Vision is committed to serving the poor and does this through Integrated community development activities that are planned and developed through close involvement of communities. In the Asia Pacific Region, World Vision uses Participatory tools regularly as a part of the ongoing development process.

For more information on World Vision, contact the local office in your country or state.



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(Requirement Adobe Acrobat 3.0 or later version)



If you are an Internet Explorer / Netscape user click on the filename - "Ten-Seed.HTM"
(Requirement Internet Explorer / Netscape 4.0 or later version)



If you are a PowerPoint user click on the filename - "Ten-Seed.PPT"
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